



Family & Child Support Worker Job Description

Responsible To: Headteacher & DSL

JOB PURPOSE:

To enable pupils to have full access to educational opportunities and overcome barriers to learning and participation by working in partnership with parents, carers and pupils in a school context. The post will focus on preventative and early intervention activities to meet the needs of families with referrals to specialist services and other agencies if appropriate.

MAIN RESPONSIBILITIES

- In partnership with parents and carers, identify ways to meet their needs for parenting support through groups or classes and work with other school staff to provide such. Ensure individual parents feel supported and fully included in such groups.
- Work with parents in the school context supporting them and enhancing their engagement with their child's learning and the school.
- Support parents of children with early signs of social, emotional, health, learning or behavioural issues, and work with parents, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning.
- Provide continuity of support into more specialised services when necessary, and support parents who have received specialist support to embed their understanding into everyday parenting practice.
- To support parents' and children's engagement with school and learning through EYFS, KS1 and KS2 transitions and other transitions in their personal life that impacts on their learning.
- To attend school functions as necessary and give presentations in partnership with the school to inform parents about school policies and practice and other issues relating to attendance and behaviour.
- To assist with developing learning opportunities for parents at the school to increase the number of parents involved in the life of their child's school linking with the Extended Services and Community Learning strategies.
- To focus attention on the early identification and prevention of attendance issues in a way that will meet the needs of the school and be agreed with the school and the Education Welfare Service.
- Keep records and all documentation pertaining to meetings/contact with children and young people and their families and provide reports as required under the guidance of the line manager.
- Liaise with staff in other schools and other agencies involved in parenting support work and attend individual and group supervisions and workshops.
- Attend Safeguarding training on a regular basis, as required by the school.

Safeguarding

- Act as a Deputy Designated Safeguarding Lead (DDSL), supporting the Designated Safeguarding Lead in managing safeguarding concerns.
- Maintain accurate and confidential records of safeguarding incidents and interventions.
- To adhere to national and school policies for child protection and safeguarding and lead the learning mentor team to ensure outstanding practices in school.
- Identification and referral of 'children in need' for initial assessment and 'early help' in liaison with the DSL, SENDCo and learning mentor team.
- To work with professionals across other agencies to agree plans.
- To organise and attend meetings within school and with outside agencies, keeping accurate records of meetings and maintaining confidential records.
- Provide alternative provision for some children during break and lunchtimes.
- Contribute to and speak confidently in a range of meetings.
- Attend appropriate training and share with the wider school staff to disseminate excellent practice.
- Ensure appropriate safeguarding training is in place for all adults in school.
- Induct new members of staff, volunteers and adults on training in safeguarding procedures.

Behaviour

- Support the implementation of the school's behaviour policy and promote positive behaviour strategies.
- To provide advice on how to develop and maintain positive discipline and support children at risk of exclusion by followed a graduated response.
- Lead restorative conversations and conflict resolution sessions where needed.
- Develop and implement individual support plans in collaboration with staff and external agencies.
- Check incident records and report to the Headteacher about patterns of behaviour.
- Track and review pupils who are following a temporary reduced timetable with the aim of ensuring pupils are increasing their time in school.

Pupil Wellbeing

- Act as key learning mentor to a proportion of classes around school.
- Act as the key adult to monitored vulnerable pupils.
- Provide one-to-one and group pastoral support to pupils experiencing emotional or behavioural difficulties.
- Monitor and track the wellbeing of vulnerable pupils, including those with safeguarding concerns, SEND, or attendance issues.
- To work alongside teachers and lead the pastoral support team to monitor the wellbeing of vulnerable and disadvantaged children.
- Engage families in activities that support children's learning and support children and families at times of transition.
- Run or support the organisation of parenting programmes and group sessions

to support targeted families.

- Play a full part in the life of the school community including supporting some school events.

Attendance

- To support the Headteacher and Attendance Lead in raising attendance and punctuality levels through monitoring, assistance and working with families.
- To participate in attendance meetings with parent/carers.
- To support the Attendance Lead in reducing levels of unauthorised and persistent absence.

Family Welfare

- To be proactive and innovative in encouraging parents, carers and vulnerable families to participate fully in the life of the school.
- To develop home/school links to ensure good communication between school and families.
- To work preventatively with identified families, to provide early intervention, signposting support and guidance to universal and targeted services.
- To give individual support to parents and carers at times of crisis.

CONTACTS AND COMMUNICATION SKILLS

- Parents and pupils
- Headteachers and School Staff
- Heads of Service to clarify policy and strategy and provide report
- School Governors
- LA Advisers and Officers
- External Organisations including DfE
- Members of the school community

The post holder is expected to build effective working relationships with individual students and their families/carers

QUALIFICATIONS AND EXPERIENCE

(Please see the attached person specification)

GENERAL

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out.

Additional information

Much of the work undertaken within the Department is of a highly confidential nature. The post holder must at all times maintain confidentiality and should be aware that,

given the nature of the services provided by the Department they may on occasions be exposed to information that they may find upsetting.

PERSON SPECIFICATION

ASSESSMENT CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	A good standard of general education, normally evidenced by 5 or more GCSEs A* - C (including Maths and English) or equivalents	NVQ/VRQ level 3 or 4 based on National Occupational Standard 'Working with Parents'; or similar
WORK RELATED EXPERIENCE & ASSOCIATED VOCATIONAL TRAINING	<p>Recent experience of working with parents / carers in an education, social care, welfare or voluntary setting, gaining the ability to undertake assessments, work through action plans and evaluate outcomes.</p> <p>Knowledge of primary school systems</p> <p>Demonstrable understanding of parenting and child development either through own experience or a recognised and appropriate course of study.</p> <p>Experience of contributing to delivering group programmes for adults</p>	<p>Experience of working with schools and other agencies</p> <p>Understanding of the needs of parents / carers of children with special or additional educational needs or disabilities.</p> <p>Experience of working as a staff member in school and / or pre-school settings</p> <p>Experience of delivering evidence based parenting programmes eg Webster Stratton's Incredible Years; Triple P; Strengthening Families, Strengthening Communities; Family Links Nurturing Programme)</p> <p>Counselling Certificate at Level 2 or above</p> <p>Teaching qualification eg Bed or PTLLS</p>
OTHER RELEVANT EXPERIENCE		Experience of supporting volunteers or working as a volunteer in a setting that involves parents, children and families
SPECIALIST KNOWLEDGE	Experience of multi-agency working	Knowledge of Children's Services, SEND, Behaviour & Attendance, and Inclusion. Basic knowledge of safeguarding issues and the CAF process

JOB RELATED SKILLS	<p>A sound knowledge of basic ICT applications.</p> <p>Ability to record work accurately and clearly</p> <p>Good presentation skills</p>	
PERSONAL SKILLS	<p>Excellent interpersonal skills with both adults and young people.</p> <p>Ability to work on own initiative and to maintain and prioritise workloads</p> <p>Effective time management</p> <p>Good communication skills at many operational levels including non-judgemental listening skills.</p> <p>Ability to handle confidential information and share when appropriate</p> <p>Commitment to equal opportunities and anti-discriminatory practice</p>	
SPECIAL WORKING CONDITIONS	<p>Valid driving licence and own transport, or be able to provide alternative, suitable method of travel as there will be some requirement for home visiting. There may be a need to work some evenings.</p> <p>Some working during school holidays may be required</p>	
OTHER	<p>Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed)*</p>	